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ABSTRACT

The booklet explains the activities of a Think Tank Day designed by the staff, gifted students, and parents of Pasadena High School to focus on what leaders could do for their school. After outlining the design of the day and briefly describing the movie which was presented to stimulate discussion, a list of 37 "boxes" people at the high school get into (such as peer group pressure and apathy) and a list of 28 ways to get out of the boxes (for example give teachers more money to enliven classes) are provided. It is explained that the students also made lists of the things they were proud of about the high school, and then brainstormed on five topics (ways to increase communication between students and others, ways to turn students on to learning, ways to turn weary faculty on, ways to increase participation, and ways to decrease apathy). The author states that the final activity of the day was preparing lists of practical suggestions to improve the school (such as establishing a student jury system and getting the uninvolved involved). (PHP)

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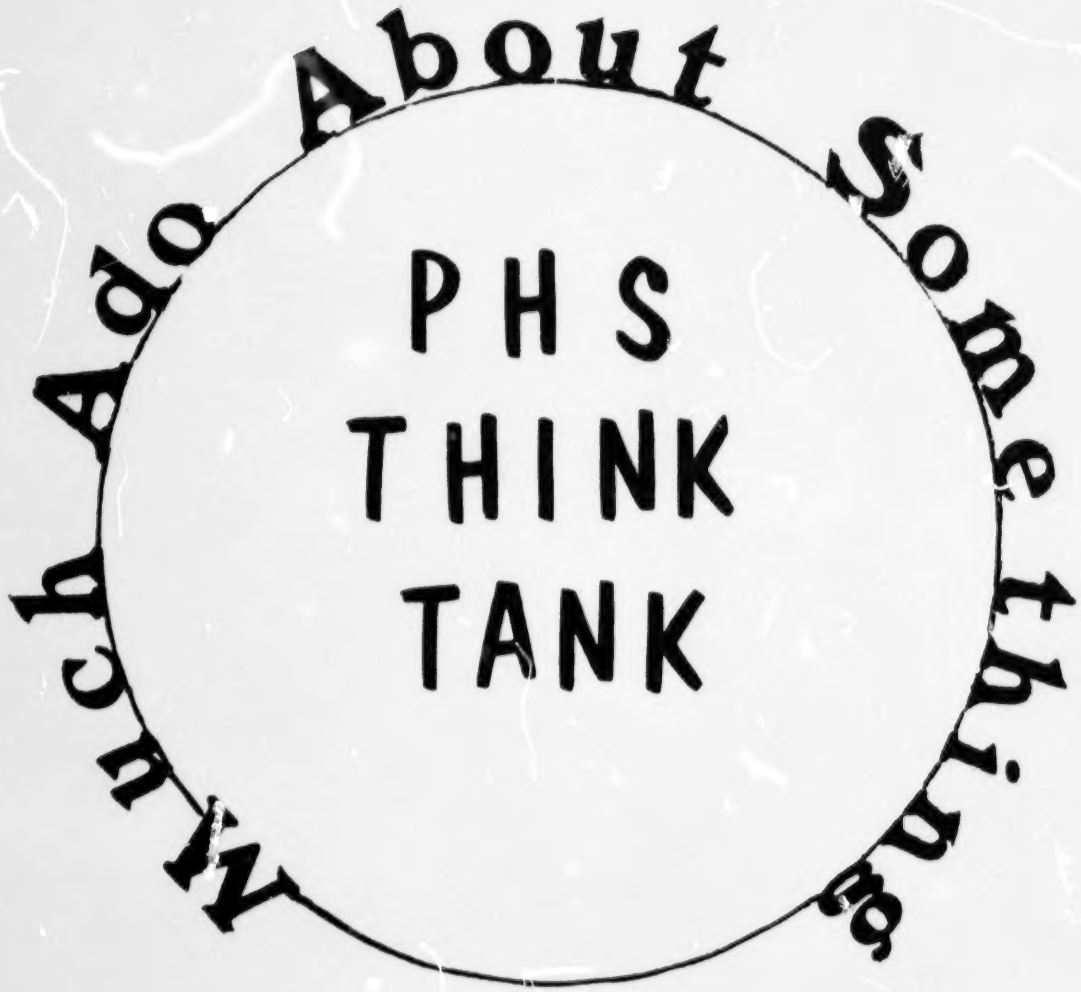

EC 114 947

Pasadena Unified School District
Mentally Gifted Minors Program
1977

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Elizabeth Kearney

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

TABLE OF CONTENTS

Preface i

Design of the Day 1

Description of the film 2

Boxes We're In 3

How to Get Out 3

Things We're Proud of at P.H.S. 4

Ideas on Five Topics 7

Topics Selected 7

Group Reports on Topics Selected 13

Ideas and Suggestions. 22

PREFACE

Pasadena High School is lucky to have a staff, student body, and parent group that is supportive and eager to promote positive change when needed. As a result of this supportive interest, the P.H.S. Think Tank came into being.

No school, no matter how good, is without some problems, and it was decided to work on solving the ones facing P.H.S. Mrs. Richard Hahn and Mrs. Mozelle Duwe, members of the Pasadena Education Foundation, brought their concerns to Mr. Peter Pappas, Principal of the school, and the three of them plus Mrs. Elizabeth I. Kearney, Director of the District's Gifted Program, worked together to design a program that would focus not on leadership per se, but rather upon what the leaders could do for their school.

With this purpose in mind, it was decided to set up a one-day Think Tank out of which would come--hopefully--suggested courses of action for particular problems. On behalf of the Pasadena Education Foundation (the private foundation which funded the project), Mrs. Jean Hahn contacted Dr. Eva Schindler-Rainman, a nationally known organizational consultant, to see if she would be available to help with the project. She agreed, fee arrangements were made, and the Foundation Board and the School Board gave their approval. In fact, the School Board also pledged support, both financial and moral, and indicated that the success of this plan might well lead to other schools seeking similar solutions to campus problems.

Following a pre-planning session, students and teachers were asked to come to the first planning session. Teachers were selected who represented a variety of campus activities and groups, and they in turn were asked to recommend students. Dr. Rainman met this group, and under her direction, they were able to identify problems that they would like to solve and areas which they felt needed changing. Her report of the meeting indicated that they had identified five areas of interest, and she set for the proposed agenda for the Think Tank Day.

Her input was discussed at the second planning meeting, and those present decided to expand the group to 100 (65 students, 7 teachers and staff members, and the remaining number to be drawn from classified personnel, parents, and community representatives). Those present drew up the list of suggested participants, and when it was cross-checked, it was found to be well balanced according to sex and ethnic origin.

Invitations were sent to those nominated, to the District's Superintendent of Schools (Mr. Ramon Cortines), the District s Director of Secondary Curriculum and Instruction (Mr. Eugene Lambert), and to the President of the School Board (Dr. Henry Meyers). The response was excellent, and almost 100 persons attended. Dr. Meyers welcomed the group and wished them success, and both he and Mr. Lambert joined groups as participants. Mr. Cortines took time from a busy schedule to stop by and give his support, and Mr. Pappas, Mrs. Duwe, and Mrs. Kearney worked as both facilitators and participants. Mrs. Hahn also served as a facilitator and a patron since she and other P.T.A. representatives prepared and served a delicious lunch, the P.T.A.'s contribution to a successful day.

Under the direction of Dr. Rainman, those present saw a short film, reviewed the guidelines for brainstorming, took part in some warm-up exercises (mental, that is), and then got down to the business at hand. They took literally President John F. Kennedy's admonishment, "Ask not what your (school) can do for you, but rather what you can do for your (school)."

Elizabeth I. Kearney
Spring, 1977

DESIGN OF THE DAY

WELCOME: Dr. Henry Meyers

INTRODUCTION OF DR. SCHINDLER-RAINMAN

FILM: Group to view film, JOSHUA IN A BOX

INSTRUCTION IN BRAINSTORMING TECHNIQUES

COMMITTEE ASSIGNMENTS

- Five committees were asked to list all THE BOXES WE'RE IN.
- Five committees were asked to list all the ways TO GET OUT OF THE BOXES WE'RE IN.
- All committees were asked to list all of the THINGS WE ARE PROUD OF AT P.H.S.
- The last lists were posted and reviewed as the snack break was taken.
- The committees were divided and given the topics suggested by the pre-planning group. Lists of possible solutions were developed, posted, and the participants were asked to vote on those they wished to work on.
- Committees were formed by interests, and each group worked on specific ways to solve the problem it had chosen.
- Prior to the final committee action lunch was served by the P.T.A.
- Committee reports were given and discussed. (Mr. Pappas responded to each)
- Each committee was asked to turn in a written report at the end of the day and indicate at the bottom the follow-up action that was planned. Each report was to contain a listing of the names of the participants.

BRIEF DESCKIPTION OF THE FILM
JOSHUA IN A BOX

This short, animated film is an excellent device for sparking discussions. The cartoon figure, Joshua, is shown as a figure confined in a box. He exerts himself in every possible way while trying to escape from the confines of the box--to no avail. After numerous tries, he accidently discovered a hole in the walls of the box. He pushed, shoved, and finally escaped.

Freedom had been achieved, but after considering it and all that it brought, Joshua decided to build another box. He did, and although this box was a different color, he, nevertheless, was again confined within the walls of a box. The film ends, and the viewer is left to consider the implications of the story and his own reactions to that message.

GETTING UNDERWAY

When the participants arrived, they found a committee on hand to greet them, give them color-coded name tags to indicate which table group they would be working with, and introduce them to those who had already arrived. Some time was available to get acquainted before Dr. Meyers, President of the Board of Education, was introduced and greeted those attending. Dr. Eva Schindler-Rainman was introduced and the program got underway.

The ten groups quickly became cohesive and were put to work to determine either which boxes people at P.H.S. found themselves in or how those at P.H.S. could get out of boxes. The topics prompted by the film, JOSHUA IN A BOX, produced some interesting responses.

WHY WE ARE IN BOXES ! !

1. Society's rules
2. Peer group pressures *
3. A desire for security
4. Individual backgrounds
5. Our fears *
6. Parental pressures
7. Personal, mental, and physical differences *
8. Language barriers
9. Social problems
10. Apathy*
11. Insecurity
12. Self-pity
13. Lack of involvement*
14. Frustrations
15. Problems
16. Lack of self-esteem
17. Lack of communication
18. Hostility
19. Anger
20. Lack of success
21. Lack of recognition
22. Laziness and/or lack of motivation *
23. Lack of education
24. We are used to being there
25. Destiny put us in them
26. Our past determines it
27. Laws or rules keep you in
28. Our sense of values
29. Prejudices
30. Money problems
31. Lack of trust (stereotypes)
32. Common interests
33. Just to be negative
34. Lack of responsibility
35. Inhibitions--extrinsic, intrinsic, and imposed
36. One's own limitations
37. There is a need for self-limitations (boxes)

* The starred items were considered most important by the groups.

HOW DO WE GET OUT OF BOXES

1. Give teachers more money to enliven classes (i.e., up-date texts).
2. Set up a panel of student advisors
   a. Have really concerned, motivated students serve.
   b. Have a strong student leader.
   c. Do this through Representative Council

3. Let teachers know of better ways to motivate students, make classes more interesting.
4. Have teachers personalize the learning process.
5. Experiment and make the classes as much like the real world as possible.
6. Have teachers serve as motivators in the classroom.
7. Promote mutual respect.*
8. Become more involved with people and make an effort to be more sociable
9. Create better understanding between students and administrators.*
10. Be more open. Tell others how you feel.
11. Help create better understanding and friendship among students.*
12. Confront your problems by thinking them out. Don't fight to prove a point.
13. Increase and improve communication (at the personal level, too). *
14. Design new methods to increase student participation.
15. Decrease class size.
16. Break down racial isolation. *
17. Educate people about other cultures. Perhaps there should be a mandatory book assignment on literature relating to various ethnic groups.*
18. Set up meeting places.
19. Evaluate teachers who continually send students to a Dean.
20. LOVE.
21. Have more activities.
22. Become aware of the problem/s. *
23. Accept people as individuals, don't prejudge.
24. Question--see beyond the boundaries, point out all aspects of problems, find a crack in the box. *
25. THINK.
26. Remain calm and have the desire and determination to see the effects of the answer.
27. Be active as opposed to passive; have a plan of action (goals).*
28. Are you sure you want out of the box(es)?

* The starred items were considered most important by the groups.

IT'S OUR SCHOOL AND WE'RE PROUD OF IT

Dr. Rainman asked the ten groups to list all of the things about P.H.S. of which they were proud. The lists filled pages, and those pages were then posted around the sides of the room so that everyone could look them over as they sipped tea, coffee, or hot chocolate during the snack break.

The comments fell into several categories, and they have been divided accordingly.

WHAT WE ARE PROUD OF AT P.H.S.

PEOPLE

1. Smart students
2. New counselors
3. Mrs. Gonzales
4. Mrs. Hahn (P.T.A. President)
5. Students who succeed
6. Mr. Wilson (Science Teacher)
7. Mr. Griffith (Social Science Teacher)
8. Parents who care
9. P.T.A.
10. Mr. Sunada (Dean)
11. Our student body president
12. People who get involved
13. Our music department
14. Kids and teachers who come to school with a good attitude
15. Teachers who take time to help and listen
16. Drill team and band
17. The PEP Squad
18. Students who care and participate
19. Mr. Taylor
20. Mr. Poole (Art Teacher)
21. The administration
22. Mr. Large
23. Mrs. Drury (English Teacher)
24. SERVE volunteers
25. Professional employees
26. Counselors
27. Kids who get along together-regardless of race
28. Some excellent teachers
29. Advanced Placement teachers
30. Mr. Cook's staff and the Coaching staff
31. Mrs. Jenkins (Chairman, Social Science)

EDUCATION

1. Advanced Placement classes
2. Different kinds of shop courses
3. Educational opportunities
4. Career Center
5. Guidance Center
6. Regional Occupation Program
7. Choir
8. R.O.T.C.
9. Language Program
10. Curriculum
11. A variety of classes
12. The drama department
13. Saturday Work Program
14. Work Experience Program
15. Our library
16. Speech teams
17. Reading Program
18. LDG (Learning Disability) Classes

19. Some fantastic teachers
20. The Tutorial Center
21. Scholarships
22. Special programs (like today)
23. The MGM Program
24. Freedom of choice in classes
25. Facilities and equipment
26. Self-programming

ACTIVITIES

Sports

1. Basketball
2. Tennis
3. Waterpolo (C.I.F.)
4. Athletic teams
5. Swimming pool
6. Our spirit
7. Rivalry between Muir and Arcadia
8. J.V. baseball
9. PEP assemblies
10. Red Line Backers
11. Playing football in Rose Bowl
12. Mr. Bell (P.E. coach)

Other

1. Clubs
2. American Field Service (AFS) and YFS
3. The Think Tank
4. Rep Council
5. Sealbearers (C.S.F.)
6. Prom
7. Innovative events
8. Boy's and Girl's League
9. Black Student Union
10. Celebration of ethnic holidays
11. School newspaper
12. Graduation exercises
13. Extra-curricular activities
14. ASB (Associated Student Body)
15. Cabinet
16. Yearbook
17. Homecoming
18. Viewfinder's Contest
19. Musicals
20. Instrumental Music Club
21. Prom Committee

GENERAL

1. Good peer communication
2. Unity
3. The classes (Freshman-Senior)
4. Traditions
5. The city itself
6. Fewer suspensions this year
7. The dress code
8. Awards night
9. Banquets
10. Campus Aides
11. That integration is working
12. Improved communication this year
13. The HELLO DOLLY production
14. Auroras
15. Auditorium
16. The opportunity to do things like this
17. Openness to ideas
18. The food
19. The discipline on campus
20. The size of the school
21. The landscaping
22. Open campus
23. Pride in the campus site
24. The P.T.A. Flyer
25. Clean campus
26. Chronicle's first place award
27. Our locale--it lets us take part in many events
28. Cooperation
29. Our name
30. Our reputation
31. Keeping school up

IDEAS ON FIVE TOPICS

After everyone had had an opportunity to see what students were proud of, Dr. Rainman introduced the five topics suggested by the planning committee and assigned each group a topic to consider.

Everyone was asked to brainstorm ways to solve their assigned problems, and two groups listed ways to increase communication between students and teachers, students and students, and about curriculum.

WAYS TO INCREASE COMMUNICATION BETWEEN STUDENTS AND OTHERS

Curriculum

1. Identification of goals
2. Value clarification and communications
3. Assign teachers to areas in major (better knowledge of subject matter)*
4. Classes geared for future goals
5. Involve students in curriculum development
6. Get better substitutes
7. Brainstorm in each class on ways to improve our communication

Student-Teacher Relationships

1. Use the homeroom concept
2. Limit class size *
3. Increased teacher concern about student performance
4. Increase teacher involvement in extracurricular activities *
5. Have teachers evaluated by the students *
6. Don't use seniority system to place teachers in classes*
7. Encourage students to take their problems to their teachers more often
8. Have more activities that involve teachers/students/administrators
9. Know each other's backgrounds
10. Give recognition to both staff and students
11. Develop positive attitudes *
12. Set up student/teacher committees *
13. Teachers serve as counselors
14. Have teachers see students outside of the classroom setting
15. Have student/teacher rap sessions
16. Have staff and students eat together
17. Have teachers be more honest with their students
18. Have teachers explain why they are teaching in a given way
    Hold class discussions on what has already been covered *
19. Encourage students to respect teachers and show it
20. Teachers who care about students *
21. Set aside a day for rap sessions *
22. Have teachers stage a frolic
23. Make an effort to get to know each other

Student-Student Relationships

1. Rep Council participation
2. Develop mutual respect
3. Help with orientation for incoming students
4. Get into extracurricular programs
5. Increase student concern
6. Student performance
7. Decrease apathy
8. Serve on a Principal's advisory committee

Other

1. Through publications
2. Promote mutual understanding
3. Become more aware of things around you
4. Keep a sense of humor
5. Increased academic atmosphere
6. Get rid of the fear of being involved
7. Increase student understanding that rules must be enforced

Two other groups worked to find ways to deal with another identified problem, "Ways to turn students on to learning." Their responses divided into the four categories set forth below.

WAYS TO TURN STUDENTS ON TO LEARNING

Student-Teacher Relationships

1. Help teachers deal with students more effectively
2. Less pressure on students from teachers
3. More freedom of speech in discussions with teachers*
4. Students should recognize authority
5. Less sarcasm in classroom
6. Care about students and whether or not they are learning*
7. More work on a one-to-one basis
8. Have teachers listen to students' ideas
9. Have teachers be like friends to students *
10. Let students feel free within classes WITHIN REASON
11. Make sure teachers don't talk too much about themselves and their problems
12. More understanding of the students' needs, problems, and reasons *
13. Better and more understanding counseling

Classroom Methods

1. Teach at all levels--relate to each student's needs
2. Have more discussions and less stress on reading and answering questions *
3. Enjoy teaching
4. More variety in classroom activities
5. Use brainstorming techniques in classes
6. Classes that will help prepare students for the future *
7. Expose students to different cultural activities and arts
8. Encourage tutoring
9. More field trips
10. Have professionals teach some courses (law, psychology, etc.)
11. Let students have a voice in work, choice of books, and teaching techniques used
12. Let students help other students during classtime
13. Better learning materials
14. Make learning relevant to life
15. Get smaller teacher/student ratios in some classes
16. More small group work
17. Implement TV in some way
18. More popular, relevant books
19. More interesting courses
20. Classes that deal with problems such as the water shortage
21. A course on parenting
22. Avoid repetition (i.e., history)
23. Allow pre-testing to determine if student actually needs course
24. Provide a wider range of books
25. Make certain project times are reasonable
26. Be concerned about the learning rate

Student-Student Relations

1. Love and self-love*
2. Concern for fellow students*
3. Confidence in self
4. Respect for fellow students*

Other

1. Do away with tardy policy
2. Have revolving class schedule (one day periods 1-6, next 2-6)
3. Use outside resources
4. Arrange jobs for students so they could use skills learned
5. Let students sign for classes they think they can handle not just those counselors do *
6. Give more time for dressing after gym
7. More parent concern
8. Get involved in community
9. More events like YOUTH DAY, maybe a CAREER CARNIVAL
10. Permit class changes if there is a valid reason
11. Better counseling services

Since it was decided that one could not separate faculty and school, two groups dealt with,"Ways to Turn Weary Faculty On,"and their suggestions are divided into categories and listed below.

WAYS TO TURN WEARY FACULTY ON

Activity Ideas

1. More activities between teachers and students
2. Hold open feedback sessions*
3. Activities that involve the less capable students, too
4. Events that interest both teachers and students
5. Mid-morning break
6. Discussions before course begins regarding what will be expected
7. Arrange to be around students outside the classroom
8. More Think Tank sessions *
9. Sessions after school where teachers can help students who want to learn more about subject
10. Longer lunch period
11. Field trips
12. Activities to get underdogs involved,so they will be more positive*

What Students Can Do

1. Care about teachers
2. Admit when they are wrong
3. Earn more trust*
4. Foster mutual respect
5. Have positive attitudes towards integration
6. Have pleasant "hellos" between students and teachers
7. Get teachers involved in discussions
8. Care enough to find out about assignments missed
9. Realize that they also make mistakes--they are human, too
10. Be cooperative
11. Work to eliminate prejudice
12. Get to know teachers (in turn students will be known as people not just call numbers)
13. Show interest
14. Handle more responsibility
15. Get to class on time
16. Show respect for the teachers *
17. Be enthusiastic about learning

Other

1. Teachers should be themselves
2. Allow a certain amount of time during class for students to talk to teachers
3. One-to-one relationship as often as possible
4. Better teaching conditions
5. Teachers teaching only in their major field*
6. Help teachers realize that they make mistakes, too.
7. More effective faculty meetings
8. Rotate Department Chairmen's job
9. No cuts
10. A curriculum that both the teachers and students want
11. A reduction in tardies
12. Allow teachers to teach more creatively *
13. Smaller class sizes*
14. Better classroom discipline
15. Longer passing periods
16. Action from administrative level
17. More materials--supplied as needed
18. Permitting teachers to choose the classes they will teach
19. Teachers support teachers
20. More support for department chairmen
21. Fewer classroom interruptions
22. Fewer lost materials
23. Teacher involvement in ASB
24. Off campus speakers brought on
25. More teacher aides
26. Getting class started on time

While the above lists were being prepared, two other groups worked on ways to increase participation.

WAYS TO INCREASE PARTICIPATION

Student Activities

1. Intermural sports
2. Transportation
3. "Spirit Week".
4. Community service projects
5. New organizations (clubs)*
6. Student rap groups*
7. Lunch time activities
8. Activities out of class that involve teachers and students
9. Mandatory participation in student activities
10. Students help teach
11. Student courts*
12. More clubs built on interests*
13. Student jobs *
14. Future Think Tanks *
15. More assemblies that talk about the school
16. Student displays on campus
17. A student book store
18. School contests
19. Publicity
20. More dances (disco)
21. More assemblies
22. A talent festival
23. Special programs on Fridays
24. PEP assemblies
25. A J.V. Band
26. More competitions with other schools
27. Fund raising projects
28. Have a Big Brother/Big Sister Day for incoming 9th graders
29. A School Board/Student liaison committee
30. Involve students in decision making *
31. Student political involvement
32. Chances for student views to be heard*

School Reorganization Ideas

1. Secure more teacher-sponsors for student activities*
2. Switch class order
3. Make certain that all teachers read the bulletins
4. Give a shot of enthusiasm to apathetic teachers and kids
5. Set up a process for hearing and accepting ideas
6. Provide a way to get to CIF games
7. Give a fifteen-minute break between second and third periods
8. Show less concern about cuts and tardies
9. Set up minimum days and leave afternoons for special tutoring, make-up work, challenge examinations, etc.
10. Put less emphasis on grades
11. Arrange more field trips
12. Lenghthen lunch period*
13. Improve text materials
14. Decrease homework
15. Explain limits and make sure that they are understood
16. Arrange lunchtime activities
17. Make a day available for activities (no classes)
18. Cut class size*
19. Recognize achievement*
20. Prepare better bulletins
21. Increase the counseling staff
22. Less red tape
23. More money to run schools
24. Have a teacher-slave day
25. Cut the price of CIF tickets
26. Have some school-owned buses
27. Have longer passing periods
28. Have an optional seventh period
29. Focus on needs as well as control
30. Televise some of our events
31. Get students involved in the community activities
32. Plan more social events
33. Arrange publicity for the good things students do *
34. Put more lines in at canteen
35. Make parent involvement mandatory
36. Set up joint committees
37. Provide more vocational classes
38. Improve on-campus security
39. Trust students more

During this portion of the day, two groups dealt with the topic the planning committee had considered of major importance, "Ways to Decrease Apathy." They came up with a variety of proposals.

WAYS TO DECREASE APATHY

*Suggestions for Involvement

1. Involve more students in the decision-making process
2. Provide better communication*
3. CARE
4. Have apathetic students and staff to brainstorm together
5. Have a suggestion box
6. Have student reps on School Board
7. Involve students in Open House and Back-To-School Night
8. Involve teachers
9. Involve parents
10. Secure community support
11. Get involved socially
12. Increase activities that will motivate students, faculty, parents, and community
13. Require Think Tank participation
14. Increase recognition
15. More students in student government

Curriculum Ideas

1. Mini-courses taught by students
2. Culture awareness mini-course
3. A course on succeeding*
4. More varied offerings
5. More college prep classes*
6. Career awareness classes
7. Student programs for the community
8. Challenge programs
9. Problem-solving classes
10. Orientation classes
11. More stimulating courses
12. Intermural academic programs
13. Classes for parents
14. Rap sessions with business men and community leaders

Suggested Activities

1. Better assemblies
2. Student-Faculty activities
3. More afterschool and lunchtime activities
4. Grade level dances
5. Activities just for fun
6. Support for club events
7. Student programs to help the community
8. Student-Faculty talent show
9. Larger PEP squad
10. More participation in sports events
11. Intermural atheletics
12. A girl's fashion show
13. More organizational help from the faculty

Other

1. Fostor enthusiasm
2. Increase feeling of belonging
3. More positive atmosphere
4. Teachers and students learning together*
5. Better food
6. More school pride
7. Teacher evaluations
8. Longer lunch periods
9. Less criticism
10. More respect for others*
11. Cheaper prices
12. Teachers working in own field
13. Longer passing periods
14. Teachers who SELL their programs and believe in them

Following the brainstorming sessions, the students took a break and had an opportunity to consider the ideas set forth by other groups since sheets were posted around the walls of the room. They were then asked to vote for the ideas that they felt they would like to see someone work on in the next session. The suggestions that received the most votes are set forth above and starred. The entire group was then told which items had received the most attention, and those present were asked to indicate which they would like to work on. Groups were reformed according to interests.

THE FINAL STEPS

The reformed groups were charged by Dr. Rainman to work together to produce a suggested list of practical suggestions that they would then work to implement over the next few weeks. Each group selected a chairman and began the most important work of the day.

Developing Activities and Programs to Prepare for the Future

1. Set up orientation courses for freshmen to help them with high school planning.
2. Provide career planning classes, integrated business classes (i.e., bookkeeping and accounting), and educational training for handicapped students.
3. Arrange field trips introducing specialized areas (i.e., to Cal Tech, hospitals, businesses).
4. Provide education for leisure time.
5. Offer more involved consumer education classes and bring in some speakers to aid the teachers.
6. Offer mini-courses designed to help people cope with their world and the people in it.
7. Arrange mandatory meetings with counselors to discuss fields open to students.
8. Offer a 9-week college preparatory course during the junior year.
9. Offer a mini-course designed to help students plan for college, make applications, etc.
10. Offer a two-week mini-course on future planning for ninth graders.

COMMITTEE: Glenn Duncan and Marlene Service (Co-chairmen)

FOLLOW-UP: They will meet with Mr. Thurman on classes, with SERVE to get some volunteers, with Career Center reps to get it going, and with Mrs. Kearney on an intern program.

Improved Lunch

1. Shorten each class enough to extend the lunch period ten minutes.
2. Set up activities for the lunch period.
3. Offer better quality food and lower prices.
4. Have a lunchtime sock hop.
5. Set up intermural sports between faculty and students.
6. Have a game room available to the students.
7. Select a committee to help food staff prepare menus.
8. Have a representative group meet and dicuss food problems with the district head of food services.
9. Each club should present an activity at lunchtime.

COMMITTEE: Valerie Richmond, Deborah Littlejohn, Paul Washington, Olson Rogers, Richard Franklin (Chairman), and Mrs. Courville.

FOLLOW-UP. A meeting was held on 3/17/77 with Mrs. Eileen Grant, head of food services, and a meeting was held to test food.

STUDENTS AND SCHOOL DECISIONS

1. Students should take part in some school decision-making sessions.
2. Work on ways to get more students involved in more school activities.
3. Work with students to help them find alternative ways to raise money for their own activities.
4. Students and their leaders should be involved in the important faculty meetings.
5. Set up a committee that involves a cross-section of the school and have it meet with the administration to share views.
6. Work on behavior modification for trouble makers.

COMMITTEE: Ernest Eskridge, Mike Serrano (Chairman), Greg Esser, and Bob Musik

FOLLOW-UP. Mr. Pappas, Principal, agreed to meet with such a group on a regular basis.

Social Events

1. Plan regular dances put on by clubs after games.
2. Put on a carnival complete with rides and booths.
3. Arrange for lunchtime activities such as contests and sports.
4. Have afterschool intermural sports.
5. Put on a student-teacher talent show (Faculty Frolics).
6. Have formal dances and dances of other kinds (i.e., backwards dance).
7. Arrange contests (Mr. Legs, Sophomore sweetheart).
8. Sponsor intermural activities such as picnics, beach trips, etc.
9. Have a car rally.
10. Have a club idea sharing meeting.

COMMITTEE: Diana Sedenquist (Chairman), Robin Alper, Carol Maruyama, Drew Edwards, David Morrow, Morris Taft, Artie Large (Staff Adviser), Viviana Montenegro, Nancy Crowhurst, Debbie Benson.

FOLLOW-UP: The committee has met to work on implementing some of the above ideas.
Establish SAAC (Social Activities Action Committee.
Meet with Mr. Cook to get things started.

IMPROVING PUBLICITY

1. Better use of school paper.
2. Increase use of school bulletin.
3. Clubs can work together to paint signs for events.
4. Better use of yearbook.
5. Use activity board in "A" building.
6. Make better use of the marquee.
7. Put news in Bulldog Flyers.
8. Get a once-per-week column in the STAR NEWS. It could cover activities and groups.

We should have activities to write about.

a. Club cheer. Let's get a little spirit going. Why can't all of the clubs get together and sponsor a dance? We think that if clubs worked together, we could promote better school unity. We could also work together to promote game spirit (better cheering sections).

THE MAIN IDEA IS SUPPORT AND HOW TO GET IT!

FIRST STEPS

1. Set up a meeting with the STAR NEWS and ask them what we can do to get a weekly column started. A column which could give recognition to achievers and outstanding people. Maybe that would encourage others to join, work, and do "stuff."
2. Go to the ASB (Associated Student Body) and ask about having a clubs week with a carnival, club dance, club assemblies, and a club picnic, too. Faculty advisers could be involved in skits.
3. Girls' sports need better support. We could get cheerleaders, posters, and support for their activities. Let's start with the March 24, 1977, game against Muir in basketball.

COMMITTEE: Tammy Carroll (Chairman)

FOLLOW-UP. First meeting to be held at Mrs. Lucile Rosin's home.
Meet with Mr. Cook ..
Coordinate efforts with SAAC.

IDEAS RELATED TO TEACHER EVALUATION

1. Students could only evaluate teachers that they have had or currently have.
2. The instrument needs to be selected. A number of instruments should be secured and studied. Check with other schools.
3. The person doing the evaluation should be identified by grade level, sex, ethnic origin, success level in the class, and overall grade-point average.
4. All teachers should be involved.
5. If not, then evaluate teachers who refer students constantly to the guidance lab or Deans' offices.
   a. Have someone from the administration sit in on such classes.
   b. Have a P.T.A. representative sit in.
6. In-service should be required every two or three years to help teachers keep up-to-date.
7. Make certain that teachers do not feel threatened.

FIRST STEPS

1. Develop a committee consisting of students and teachers to develop the evaluation system.
2. Talk to teachers and find out who is willing to be evaluated and start with those teachers.
3. Stress objectivity.
4. Secure a teacher's background (personal data) for a flyer that would help students know their teachers better.
5. Get help from an evaluation consultant.

COMMITTEE: Roy Sunada, Phyllis Jenkins, Patty Valencia, Jane MacArthur, Bill Weigel, Olivia Gonzalez, Diana Rafeedie (Chairman), and Roxanne Markov

FOLLOW-UP. First meeting to be held on campus March 17, 1977.

ESTABLISHING A STUDENT JURY SYSTEM

Points to consider

1. Members should be selected through an election.
2. The format of the U.S. judicial system should be used.
3. There should be no "lawyers" or "representatives."
4. Teachers should come in also.
5. There must be an adult advisor for the jury.
6. Decisions must be made as to what will determine that a case goes to the PHS jury.
7. There should be both students and teachers serving, and they should represent both liberal and conservative points of view.
8. Both teachers and students will have the right to vote and thus elect this jury.
9. Its purpose will be to judge student cases.
10. There will be twelve people on the jury.
11. There must be a Court of appeal.
12. A group of people should meet with the faculty soon to get input.
13. It is a school for students and those who break the rules should face their peers.

COMMITTEE: Linda Session, Tom Penalora, Ann Drury, Kevin DeJohnette, Teri Tucker, Art Large, Anna Smith (Chairman), Kathy Corsello, Chris Holden, Flo Courville.

FOLLOW-UP: Meet with more students and get opinions and suggestions.
Meet with the faculty association for more input.
Meet with department chairmen.

STUDENT LIAISON TO SCHOOL BOARD

Purposes

1. To establish a means of more effective communication with the School Board.
2. To learn more about the budgeting process.
3. To have a means of expressing student grievances.
4. To give input on student activities.
5. To find out what is happening and share the information with the rest of the student body.

Process

Form an elected sub-committee of the ASB and define their functions.

Objectives

1. To provide the student body with information on what is being done and why.
2. To promote better understanding.

COMMITTEE: David Reitzell (Chairman)

FOLLOW-UP: Meet with Mr. Lambert to discuss possibility of some video sessions with Mr. Cortines following Board meetings. Check on possibility of playing tapes over monitors at given campus sites.
Meet with Mr. Lambert and set up curricula and election plans. The group will be answerable to the ASB Cabinet and the Rep Council.

ESTABLISHING OPEN FEEDBACK SESSIONS AT PHS

1. Once each week take about five minutes out of each class period and set up an extra period for students to use as follows:
   a. Students can go to any teachers room and discuss issues.
   b. Students and teacners can meet on the grass for discussions.
   c. Counselors and students can meet informally.
   d. Administrators can have an open door-policy during this hour.
   e. Everyone should be available during this hour. IT IS NOT A FREE PERIOD, NOR CAN STUDENTS OR TEACHERS LEAVE CAMPUS.
2. If the above could be done it would help communication since teachers and students can open up better outside of the classroom atmosphere. Teachers would get a better chance to assess what the problems are and determine why students act as they do.
3. Teachers could send invitations to students and invite them to come to their rooms or meet them for talks on any topic that needs consideration. They could also just get acquainted.
4. Teachers need time to talk to students.
5. Have teachers put aside one period per week or a half a period so that his/her classes could talk to him/her or each other. Involve the whole class in discussions.
6. Let teachers have an option on whether they want to meet (see item #1 above) inside or outside.
7. Give students the chance to choose teachers as their counselors since they may find it easier to talk to someone they see almost everyday. If this can be done, give the teachers some training and time.
8. Set up lunchtime activities. Make equipment available for this purpose. Have lunchtime dances without saying they are by this or that group. Hold movies in the auditorium once a week, and let the students work on committees that set all of this up.

COMMITTEE: Teri Awad (Chairman), Jo Owens

FOLLOW-UP: Work with Mr. Pappas and Mr. Cook to work out details and get approval.
Set it up as an experiment for two or three times and then evaluate the plan to see if it works.
After the evaluation, consider good and bad aspects and rework if it seems logical.

GETTING THE UNINVOLVED INVOLVED

1. Get a group together to work on the problem.
   a. Identify the uninvolved.
   b. Go out and literally get them into activities.
   c. Recruit them for ASB and various activities.
   d. Set up a Big Brother and Big Sister program (make assignments soon).
2. Open the door to all ASB committees and activities and make people feel welcome.
3. Include the community and let them know what is happening and why.
4. Establish a group to draw kids in. Work with SAAC.
5. This committee should sit down with groups and inform them of problems and get them involved in brainstorming for change.

COMMITTEE: Annette Montoya (Chairman)

FOLLOW-UP: Meet and work on the Big Brother and Big Sister program. Work with students and teachers to identify the uninvolved.

DECREASE CLASS SIZES

1. Set up mini-courses. Work with business representatives and see if they would run these.
2. Set up seminars limited to ten students or fewer in order to promote better interaction between students and teachers.
3. Establish a large group lecture program with small group seminars or discussion groups to follow. The latter could be run by Teaching Assistants. This would work best in science and social science.
4. Vary class size according to the needs of the students and subject.
5. Hire more teachers. Have a long-term plan to get a tax override, and investigate the possibility of getting statewide tenure legislation passed. If it were, teachers could move from shrinking districts to growing ones.
6. Use high school students and college students as teaching assistants.

COMMITTEE: Mark Chan and Glenn Cowan (Co-Chairmen)

FOLLOW-UP: Meet with staff and School Board to determine the best direction to go in.
Reactivate the C.S.F. tutorial program, and get a cross-age teaching package to help those involved.

IDEAS AND SUGGESTIONS

At the end of the day, Dr. Schindler-Rainman asked the students and other participants to make suggestions. Those were compiled by her and forwarded to the committee. They are set forth below.

1. There should be frequent Think Tank sessions so that students can participate in improving their school.
2. Involve more of the uninvolved in this type of program.
3. Involve more of the faculty and community members.
4. Involve the unpopular teachers, too.
5. Involve the uninvolved teachers.
6. Include the apathetic students.
7. Have a longer period than one day devoted to this process. We could go into the problems in even greater detail then.
8. Involve more of the P.T.A. members.
9. Get more parents involved.
10. Have larger groups --up to 150.
11. Invite the older teachers, too.
12. Work on ethnic understanding.
13. Do this at least twice per semester.
14. Cut down the time period.
15. Let's get help on organizing big events like dances.
16. Help leaders develop as spark plugs for campus spirit.
17. Let's hear more from Mr. Pappas more often.

A number of participants also made comments about the day and its impact. Those remarks are set forth below.

1. Great experience.
2. Much was accomplished.
3. Fantastic.
4. I loved participating.
5. It was a rewarding program.
6. Put our ideas into circulation.
7. Follow-up is important.
8. I wish there had been more faculty present --even if it cost money.
9. Develop an on-going student advisory committee.
10. WELL-DONE. Yea, P.T.A.!
11. Enjoyable and good food.
12. Well-organized.
13. Wonderful--can't be improved.

The Think Tank was certainly a success, and its impact will be felt even if follow-through does not occur. However, its value rests with the desire of the committees to make certain that their plans are put into action and their suggested solutions for problems implemented.

Since several committees have held several meetings and have already taken some of the steps they indicated they would, it seems likely that change will come to P.H.S. as a result of this day's work. Hopefully, a follow-up will be done to determine the impact of this experiment, for there is no better way to bring about change than to have it generated at the "grass roots" level. Let's hope that all of those who took part in this day will work to insure that their school is a better place because they have made it so.

Others interested in designing a similar program should remember the rules of brainstorming: List every idea, do not digress, do not judge, it's O.K. to repeat, enjoy those moments of silence, and ideas have value only when implemented.

NAMES OF THOSE INVITED TO ATTEND

DISTRICT STAFF

Dr. Henry Meyers, President of the Board of Education
Mr. Ramon Cortines, Superintendent of Schools
Mr. Eugene Lambert, Administrative Director of Secondary Education
Mrs. Elizabeth Kearney, Director, Gifted Programs

PARENTS AND COMMUNITY REPRESENTATIVES

Mrs. Awad, Parent
Mrs. Mozelle Duwe, Program Chairman, Pasadena Education Foundation
Mrs. Jean Hahn, Parent and P.T.A. President
Mr. Ben Walker, Parent and in-coming P.T.A. President

P.H.S. FACULTY AND STAFF MEMBERS

Mr. Linwood Bowser, School Community Worker
Mrs. Florence Courville, Cafeteria Manager
Mrs. Ann Drury, Teacher and Site Coordinator (MGM)
Mr. Gary Griffith, Teacher (Social Science and Boys' Physical Education)
Ms. Olivia Gonzales, Counselor Aide
Mrs. Phyllis Jenkins, Teacher and Department Chairman (Social Science)
Mr. Arthur Large, Teacher (Boys' Physical Education)
Mr. Tony Navarro, Teacher (Social Science)
Ms. Jo Owens, Teacher and Department Chairman (Girls' Physical Education)
Mr. Roy Sunada, Dean of Men

STUDENTS

Grade 9

Robin Alpert
Kathy Corsello
Carolyn Lalone
Diana Sedenquist
Linda Smallwood
Tracy Ellis
Greg Esser
Carlos Hernandez
Dean Inouye
Craig Washington
Stan Weijhammer

Grade 10

Kim Andrews
Susan Diego
Phyllis Gauntlett
Deborah Littlejohn
Jane MacArthur
Linda Session
Kim Smith
Patty Valencia
Tammy Carroll
Kevin DeJeannette
Ernie Eskridge
Richard Franklin
James Pollerana
Morris Taft
Richard Williams

Grade 11

Nancy Crowhurst
Glenn Duncan
Julie Lopez
Carol Maruijana
Vivian Montenegro
Annette Montoya
Sari Steele

David Bryant
Martin Esser
Brian Fagen
Bill George
Chris Holden
Victor Jackson
David Morrow
Tom Penalora
Tim Tucker

Grade 12

Terri Awad
Debbie Benson
Tina DaRe
Debbie Houk
Rexanne Markov
Diane Refeedie
Valerie Richmond
Leanne Schwartz
Marlene Service
Anna Smith
Aleta Zuidema

Mark Chen
Derek Coleman
Glenn Cowan
Drew Edwards
Neil Esser
Mike Malone
David Reitzell
Olsen Rogers
Jeff Smith
Paul Washington
Bill Weigel

NOTE: All committees were composed of the persons named above; however, due to the fact that some committees did not turn in their committee list, full information was not available. Where possible the list of committee participants was listed at the bottom of the committee report.